



SHOW-ME-CAREERS

MISSOURI'S TRANSITION TO EMPLOYMENT COLLABORATIVE

Project Update, June 2013

Overview

The overall goal of Show-Me-Careers is to scale up and sustain evidence-based practices that support seamless transitions to integrated employment for youth with I/DD. A Leadership Consortium of representatives from systems partners and other stakeholders directs the work of the project. State-level systems change efforts are initiated by this Consortium and informed by six Guiding Principles adopted in the project's first year, as well as by data from eight Pilot Communities selected to demonstrate and scale up best practices in seamless transition.

Guiding Principles: The six principles agreed upon by the Leadership Consortium are grounded in current research and best practices regarding transition to employment. A list of evidence-based indicators for each principle was developed as the basis for assessments completed by the Consortium and community teams. Results from the assessments have helped shape action plans to ensure that youth with I/DD can find and succeed in community employment as they move from school to adult life.

Show-Me-Careers Consortium

UMKC Institute for Human Development (lead organization)

Associated Industries of Missouri

Missouri Developmental Disabilities Council

Missouri Division of Developmental Disabilities

Missouri Division of Workforce Development

Missouri Office of Adult Learning and Rehabilitation (Vocational Rehabilitation)

Missouri Office of Special Education

People First of Missouri

Show-Me-Careers Guiding Principles

Early Work and Career Planning

All students should have paid work experiences and participate in high-quality, person-centered career planning

Employer Engagement/Business Partnerships

School-to-career initiatives should engage employers as active partners and should focus on the needs of both businesses and youth

Youth Development

Students should have the opportunity to build self-determination skills and social capital

Family Involvement

Families should be encouraged and equipped to have high expectations for their child's future and to participate actively in all parts of transition planning

Integration of Systems

School-based and post-school service systems should coordinate efforts to make sure students can move seamlessly from school to career

Post-Secondary Training and Education

Students with I/DD should get the support they need to aim for, apply to, enter, and succeed in post-secondary education

Pilot Communities

Selection: Eight communities were chosen to receive funding and technical assistance to improve employment outcomes for youth with I/DD. Each community is piloting and/or scaling up innovative cross-system approaches that include a strong business outreach component. The Consortium facilitates a flow of information both to and from Pilot Communities to inform systems change efforts. As an example, Consortium partners have met with each community at least once to discuss plans and barriers. Pilot Community projects are focused on the following outcomes:

1. Increased number of businesses providing early work experiences and/or inclusive employment to youth with I/DD.
2. Increased number of youth and young adults with I/DD who explore work and career preferences and opportunities through a variety of early community work experiences.
3. Increased collaboration and coordination of resources at the community level that support access to early work and inclusive employment opportunities for youth with I/DD.
4. Increased number of youth with I/DD who transition seamlessly upon high school graduation to inclusive employment and/or post-secondary education and training.

Pilot Communities

ACCESS II (Gallatin)

Bill and Virginia Leffen Center for Autism (Joplin)

L.I.F.E. Center for Independent Living (Farmington)

Learning Opportunities (Monroe City)

West Platte School District (Weston)

Alternative Community Training (Columbia)

Fort Zumwalt School District (St. Peters)

United Cerebral Palsy (St. Joseph)



Dr. Richard Luecking at the June 2013 Leadership Institute

Coaching/TA: Each community completed a self-assessment survey on Guiding Principle indicators, as well as initial planning meetings with project staff and Consortium members. Technical assistance plans and opportunities are then tailored to the needs of each team as well as to the whole group as a Community of Practice. Initial TA activities for Pilot Communities included:

- Business engagement workshop with national consultant James Emmett in April
- Targeted business outreach training with each community
- Presentation from the Hyatt's Hands On early work program
- June Leadership Institute with a workshop by Dr. Richard Luecking on seamless transition

Priority: Family Involvement

There is a clear need to reach families early to foster high expectations about employment for their children. A cross-system campaign targeting families of youth with I/DD ages 14-16 with information and support on all aspects of transition and employment is in the planning stages. It is anticipated that this initiative will include the development of a toolkit with resources and action steps. Show-Me-Careers Pilot Communities, with their existing interagency teams and family representation, would serve as testing laboratories for this initiative.

Priority: Benefits Planning and Asset Building

Families often fear that if youth with disabilities go to work they will lose benefits (and eligibility). Pilot Communities have said lack of information about benefits and assets is a barrier to employment for many youth. The Consortium is working to improve access to trained benefit planning professionals for families in all communities.

Priority: Training and Cross-Training

School, agency, and provider staff need opportunities to learn about one another's work and train together so that competencies and practices are consistent across systems. The Division of DD has a new policy requiring waiver-funded employment providers to be certified in a core set of competencies established by APSE. The Division has contracted with the College of Employment Support to provide online access to trainings to support provider certification. The Consortium will work to extend the training to others who might need it, such as Vocational Rehabilitation providers and educators.

Priority: Systems Integration & Access to Early Work Experiences

Show-Me-Careers Pilot Communities are bringing together school representatives, Division of Workforce Development (DWD), Division of DD, Vocational Rehabilitation, families, and other community representatives to make early work experiences more available through coordinated policies and shared business engagement strategies. The state Consortium facilitates greater involvement of DWD, including cross training, improved access to DWD facilities or resources, and information sharing. Dr. Richard Luecking provided further training and resources related to seamless transition and integrated service systems in his June workshop. Show-Me-Careers partners are developing state-level policies to support seamless transition to post-school services, such as a proposed waiver to fund post-secondary education and training for individuals with I/DD.

Priority: Business Engagement

Based on guidance from national consultant James Emmett during his workshop with Pilot Communities, a state-level effort to approach key Missouri industries is underway. Systems partners from different communities are developing common materials, messages, and protocols for outreach to industries, and individual meetings were held with each Pilot Community to help them plan action steps for business outreach. A partnership with Associated Industries of Missouri will enhance and support this collaborative effort. The DD Council is also working with other Show-Me-Careers partners and the Kansas City Business Leadership Network to develop a statewide resource for employers.



*Work-based learning in
Platte County*

Missouri Outcomes of Note: The following policy and practice changes have been initiated or supported by Show-Me-Careers partners.

MO HealthNet Eligibility: In response to concerns raised by Pilot Communities, the Division of DD and the Family Support Division within Social Services developed a new protocol allowing the Medicaid application to be submitted up to 90 days prior to a student's 18th birthday. This will reduce gaps and delays in services at the time of transition.

New Post-Secondary Waiver Service: In order to promote and support post-secondary education opportunities for individuals with developmental disabilities, the Division of DD is proposing a new service that will fund college tuition, trade and technical school fees, fees for adult educational courses, books, and other fees related to the completion of post-secondary educational experience.

Division of Workforce Development (DWD): DWD representatives now participate on Pilot Community teams, and one team is implementing an opportunity that allows students to register for and complete a national career readiness certificate at school rather than traveling to a career center.

Core Competencies for Employment Providers: In collaboration with DD employment service providers, the Division of DD is developing a new policy which sets minimum training standards for employment providers. Approved training is available in a variety of formats but must be based on APSE's core competencies. Show-Me-Careers is working to make this training available to VR vendors, school personnel, and others in the community.

State Level Business Partnerships: Partnerships with state level business groups are forming that can support ongoing state level corporate development initiatives.

Transition Policies: The Division of DD has completed new Service Plan Guidelines that include requirements for transition. Service Coordinators are being trained in the guidelines, which include how and when to coordinate with schools.

Initial Evaluation Data:

As part of the evaluation process, Show-Me-Careers regularly collects data related to the Institute for Community Inclusion High Performing States Indicators, as well as the project Guiding Principles. This approach and model for evaluating the Show Me Careers project measures systems change and interagency collaboration, as well as outcomes at the community level. In addition, each pilot community tracks employment experiences and outcomes for a sample of participating youth. Sample findings from initial baseline data include:

| From Pilot Community Participant Baseline Data for 62 Youth | |
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| Early Work Experience | |
| Past paid work experience | 34% |
| Past unpaid community work experience | 26% |
| Paid internship | 8% |
| Unpaid internship or volunteer setting | 39% |

